

Jack Kerouac

Allen Ginsberg

William Burroughs



COUNTERCULTURE

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Rationale

The overarching concept (Smagorinsky, 2008) of our unit is *Counterculture*. It is defined by Webster's Dictionary as a "sociological term used to describe the values and norms of behavior of a cultural group, or subculture, that run counter to those of the social mainstream of the day." The term "counterculture" is usually associated with both political and social upheaval during the 1950s and 1960s. Words like Beatniks, or the Beat generation, along with their successors the hippies and the anti-Vietnam protesters, are readily associated with counterculture and its inherent ideologies. The idea of counterculture, however, is dichotomous in nature. Some members of counterculture, such as the poet/writer Allen Ginsberg, show their zeal, their individuality, through fecund protest and inflammatory literature. They use their knowledge, as Smagorinsky (2008) states, "to act responsibly for a more equitable, democratic, and dynamic society." Cogent evidence of this mentality in society today would be the disparate opinions held, as well as the ubiquitous protest rhetoric, regarding America's involvement in the Middle East. Through the implementation of this unit, students will study and explore the actions of counterculture youth during previous times of war. Students will gauge/learn the importance of speaking up for their beliefs and that their voice, through either oral or written exposition, can make a difference in their society, affect real change-what Smagorinsky (2008) coins "civic awareness".

Other members of counterculture, such as the protagonists of S.E. Hinton's novels, express their dissatisfaction with society through violence and other non-social behaviors. This sort of malfeasance is clearly in evidence today. One need only witness the rising number of violent incidents in public schools today such as the shootings that have occurred at Virginia

Tech University and the numerous, physical altercations at Johns Hopkins Middle School in St. Petersburg, Fl. The latter's proximity to us certainly drives home the need to study behaviors, attitudes, that can literally have a *direct impact* on our students' lives.

Thus, the unit will have two main subsections: ‘Rebels without a cause’ and “Rebels with a cause”. Key concepts of Counterculture that will be explored in the unit are the ideas of the “outsider”, coming of age, alienation, those who live on the fringes of society, and those whose morals and actions are antithetical to those prescribed by decent ‘society’ (the dominant culture). Literature that will be included in the unit will include, but not be limited to, the work of Jack Kerouac, such as *On the Road*, the poetry of Allen Ginsberg, and the seminal youth novels of S.E. Hinton such as *The Outsiders* and *Rumblefish*. A viewing of the film adaptations of the latter two novels will also be incorporated. Additionally, we will include modern poetry that will be taken from lyrics from contemporary music that detail the counterculture lifestyle. Kerouac's seminal novel has long been considered the defining literature of the Beat Generation. It continues to be read voraciously today by counterculture youth. Allen Ginsberg's poetry symbolizes the whole of Counterculture thought- open, ecstatic expression, vehemently personal writing, and nonconformity to standard literary forms (in this case, standard poetic meter). His works can be a model for teachers in trying to instill in students the need for personal expression through writing without concentrating so much on a prescribed form. Hinton's novels were eyewitness accounts by the author of the internecine strife occurring within her school. This is obviously why her works are still prescient and still ring true with teenagers today. Her books have been universally lauded for their verisimilitude and continue to be a staple of recommended lists of adolescent literature . Contemporary lyrics from "rap" and "alternative" music will be used to engage the students and to help them find correlative issues from the music they listen to

to the work of past generations. All these works were selected because we believe most units are prone to focus solely on prose literature. However, our unit will allow students to read, and engage in hands-on activities with, poetry, drawing, and film. This reinforces Rief's (1992) belief of the "plurality" inferred by the term "language arts", that writing is not one's only creative outlet or expression of one's personal ideology. It also reinforces Burke's (2008) claim that drawing is "metaphorical", abstract thinking, and that this skill is to be honored and honed as forcefully as linear thought. As for meeting academic standards, the unit will ask students to compare-contrast and critically analyze many artistic works, albeit in written and/or oral form. Attention will be paid to theme, structure, cogency of reasoning, and syntax, etc.

We have created this unit in full faith knowing that it will incur multiple objections due to the nature of the material involved and that it goes against the grain of mainstream (dominant culture), "academic" literature. To this argument, we would rebut with a quote from Rosenblatt's *Literature as Exploration* (2005): "Through literature we are constantly coming into contact with cultural patterns of the past or of other societies and of subcultures in our society. Often literature gives clear expression to the characteristic ways of feeling, the types of temperament and behavior valued by the group. It would be unfortunate if, in the study of literature, the student were permitted to forget that life is lived in a web of crosscurrents that tend to take on a basic pattern. Literature cannot be viewed in isolation from other aspects of activity in society. Moreover, the particular images of life presented in literature should be approached with a sense of the cultural complexity of our society" (p. 153). This redefines what is considered the "multiculturalist" mindset. Students need to be sensitive to not only other cultures from around the world but of subcultures cohabitating with their own. This sensitivity, along with recognition that one's voice, one's attitude, can make a difference in society, will make our students more

circumspect individuals and more capable of being productive citizens and of reaching their potential as human beings (Wong and Wong, 2004). This has been the ultimate goal of the best educators from time immemorial, from Horace Mann to the present day.

Unit Goals:

- Define and identify examples of counterculture
- Think critically of rebels throughout our studies to determine which were “rebels with a cause” and which were “rebels without a cause”. Students will back their opinions, thus improving their ability to form a solid argument
- Critically view literature, songs lyrics, and films about counterculture to decipher truth from fiction, application to real life, and to raise civic awareness among themselves

Culminating Texts:

Rebels with a Cause:

- Create a mainstream ad campaign for a cause to draw in public support from a wary public
- Write a formal persuasive letter (5 page minimum) to government representative explaining why your cause is worthy of breaking away from the status quo on a real life issue.

Rebels without a Cause:

- Create an underground ad campaign to draw in new members for a cause to take down an establish by any means necessary
- Write a detailed report (5-7 pages) on at risk individuals. The paper should be about real life “rebels without a cause” these can include: youths in gangs, violent offenders, or other socially shunned figures. The paper must be strictly informative on what behaviors can contribute to these personalities and all topics must be agreed upon with teacher AND parents.

Both sides:

- Partner with a class mate who has chosen the opposite side and present a debate for the class. The debate will be formal with each side giving an argument and a chance for rebuttal. Your classmates will decide the outcome!

In Process texts:

- Maintaining a weekly blog that reflects on the material and lessons covered each week
- Creating your own counterculture in groups
- Attending activism events
- Analyzing literature
- Viewing and criticizing film

- Selecting and exploring meaning behind poetry/ song lyrics.

Unit Calendar

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Counterculture Opening	Counterculture Opening	Counterculture Opening	Counterculture Opening	Intro to <u>The Outsiders</u>

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<u>The Outsiders</u> Journalism	<u>The Outsiders</u> Socratic Circle	Hinton on Film	Hinton on Film	Hinton on Film

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Anthony-Poetry	Anthony-Poetry	Creating an Advertisement	Creating an Advertisement	At Risk Report

Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
At Risk Report	Writing a Persuasive Letter	Student Work Day	Student Work Day	Student Work Day

Week 5

Monday	Tuesday	Wednesday	Thursday	Friday
Presentations	Presentations	Presentations	Presentations	Presentations

Lesson Title: What is counterculture? Part I

Date/Sequence/Duration: Week 1/ (2) 50 min class period

Lesson Overview: This introductory lesson will provide students with a starting point from which the rest of the counter culture unit will take off. This lesson will explore examples of counter culture throughout history and relate these events to our in class assignments. The first part of the lesson will focus on introduction of main ideas and concepts, general overview of assignments and rubrics, large and small group discussions on what is counter culture through the use of real life examples (past and present) and a preview of the introductory activity for the following class period.

Lesson Rationale: This lesson is essential to help build the foundation for students' understanding of the material and assignments throughout the unit. By providing our students with general background information we are refreshing the minds of the familiar while ensuring the unfamiliar are pulled into the realm of learning.

Lesson Objectives:

Students will be able to define counter culture by reaching a consensus definition through group discussion.

Sunshine State Standards:

Instructional Resources and Lesson Materials Needed:

- Computer with Internet access
- Copies of syllabus with course schedule and description of assignments
- Copies of corresponding rubrics
- Tables and chairs grouped into small discussion clusters

Lesson Sequence (include approximate times for each segment):

Introduction/Lead-in/ Focus:

Greet the students and pose the question: Who broke the law over Spring Break/Summer/weekend? etc. (varies based on time of instruction) Wait for any brave students to answer, if none try once again to round a response. If response is given, discuss the incident, what happened as a result, why did the student do it, and would they do it again? If no response, lead directly into second question: Who would fight for their beliefs, even if it meant being labeled as an outsider or residing in the minority? Wait for student answers and discuss using the same prompts from the first question (7 min)

Explicit Instruction:

- The class will then move into an open discussion on what counter culture is. Students will be asked to give their ideas/ opinions for further thoughts by the

whole group. The teacher will expand on these thoughts by pulling up real life examples for the students to see through the use of multimedia and a Internet enabled computer. If students are having issues coming up with their definition, the teacher can spur the discussion by utilizing pre-marked events, groups, and news that can readily provide a definition of counter culture. By providing a basic overview in a large group it will make the transition for small groups easier for the next segment (8 min)

- Once the class has finished the large group discussion the students should divide into their smaller groups for a more in depth and personal definition of counter culture. The purpose of these groups is for students to share their knowledge and experiences in a more intimate setting before returning to the larger group to form a collectively agreed upon definition for counter culture. (7 min)
- Upon completion of small group discussions, have the students place their focus back into the group setting to create a generally agreed upon definition of counter culture. The definition will consist of features that will stem from each of the small groups' discussions and will only help to create the definition if they are mutually agreed upon by the remainder of the group. The purpose of switching back and forth into small and large groups is to help gain insight from others that could be overlooked in a exclusively large discussion only. (13 min)
- Once the definition of counter culture has been created, the teacher will make note of the class' findings and will use this definition later in the unit to keep pace of assignments, keep all lessons focused, bring the unit full circle and provide scaffolding along the way.
- Teacher will conclude the lesson by providing a brief overview of all major assignments and works that will be covered in the unit without giving too much instruction on the assignments themselves. After a general overview, the teacher will explain the next activity for the students: the advice letter. (15 min)
- Teacher will go over briefly what will be expected next class in order to complete the assignment with a strong placed on the necessity for the students to think about if they have ever or know anyone involved with counter culture, as defined in class. (7 min)

Assessment and Assessment Criteria:

Due to the participatory nature of this introductory class, assessment will be gauged on active participation in large and small group discussions as noted through teacher observations. The participation grade will be composed of the teacher's observations. Included in the teacher observations will be: students always on task, thoughtful discussion in groups, comments in group session are useful and insightful and overall "with-ti-ness"

Lesson Title: What is Counter Culture? Part II

Date/Sequence/Duration: Week 1/ (2) 50 min class period

Lesson Overview: The focal point of this lesson is to provide students with an introductory activity to the unit's overall concept as well provide the groundwork for how to write an effective argument. The student's will accomplish this by placing themselves into the mind set of a famous, nationally syndicated advice columnist, their job is to answer to one of two written letters seeking advice for a friend.

- One letter will be in regards to friend that decided to speak up for what they know to be right. However, the opinion that the person has written about is generally not accepted by the public. The writer's dilemma is formed out of their own desire to stand by their friend in their mutual belief but not to ostracize themselves.
- The other letter will be in regards to a person that has decided to join with gang. The example from page 182 of Smagorinsky's book will be the example used in this sense.

Lesson Rationale: By providing students the opportunity to explore their own feelings regarding the spectrum of counter culture we are enabling our students to better understand the nuances involved in every aspect of counter culture. Additionally, we are providing a smooth transition in the unit as a whole due the personal feature of this assignment. We feel that by allowing students to put their opinions into print there is a higher chance for success later on as the student is entering into unit with an assignment for which there is no "wrong" answer.

Lesson Objectives:

- SWBAT formulate an argument through response to a real situation
- SWBAT support their arguments using reasoning, factual evidence, and personal experience

Sunshine State Standards:

LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests

LA.910.3.1.3: The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.910.3.5.3: The student will sharing with others, or submitting for publication.

Instructional Resources and Lesson Materials Needed:

- Two different letters asking for help (1. Rebel with a cause 2. Rebel without a cause)
- Technology to make the letters readable for entire class. (ie copies or ELMO)

- Students need basic materials to craft their responses (paper, pencils, etc.)

Lesson Sequence:

Introduction/Lead-in/ Focus:

- Provide students with an introductory conversation, asking the students if they have ever went to a friend or other person for advice on a matter that you could handle alone? Explain that seeking out others is a great way to seek the answers that you alone cannot figure out. In class, we will explore what it is like to be a renowned advice columnist. On your own you will craft a response to a letter seeking advice. Afterward, we will come together into small groups to discuss what we found to be the best solutions. Finally, we will pull our discussion full circle and share as a group our strategies that we have crafted through our individual responses and small group discussions. (5 min)

Explicit Instruction:

- After introduction, provide students with the first letter on the display. Ask for student volunteers to read the letter aloud.
- Following the reading of the first letter, ask students to brainstorm and informally share some rough ideas for the advice that you would give back the writer.
- Transition into the second letter; following a similar process of reading and relevant feedback. (10 min)
- After both letters have been reviewed and discussed, direct students to formulate on their own a small graphic organizer of several suggestions to solve the writers' problems. Instruct the students to include specific details into their letters this information can include: facts, statistics, personal experience etc.. Any information to strengthen their claim. (10 min)
- Following the individual work, direct the students that they will share their findings in small groups and to be ready to share their best ideas with the entire group.
- The next step in the lesson is have an open forum discussion on each letter. Ask for suggestions on one letter at a time so as to keep the group focused without too many distractions. (15 min)
- Conclude the class by explaining to students that they are responsible for crafting a return letter to the writer. Explain that this letter should include multiple supporting statements for the initial stance. (10 min)
- The letter should contain factual evidence, personal experiences and other supporting statements. The letter should be 2-3 pages in length and is due the following class. As always, this assignment is open to revision if the student so wishes.

Assessment and Assessment Criteria:

Students will be assessed in two manners:

- Through their active participation in class.
- Successful completion of the response letter.

Rubric can be found in the syllabus.

Lesson Plan Extensions and Modification Ideas

If time were to run short, this lesson is made so that it may split between two class periods. The first class period can be devoted to explaining the lesson and discussion on the letters and potential responses. Consequently, the second class can be devoted to creating examples of appropriate response letters and could even allow for the students to create the letters in class with teacher guidance.

Lesson Plan Title: The Outsiders Reading Day

Date/Sequence/Duration: Week 1/ (1) 50 min class period

Lesson Overview

Students will be introduced to the novel through an anticipation guide. Students will practice their oral reading skills through a read-a-loud of S.E. Hinton's The Outsiders. The read-a-loud will be conducted round robin style as a whole class with the students noting in their daily journal any unknown words encountered, as well as any concepts or ideas that they would like to discuss further for clarification or because the student was interested in the concept.

Lesson Rationale

The read-a-loud will allow students to practice on their oral language skills as well as develop a foundation for topics to be discussed in later classes. The anticipation guide will help students to connect the upcoming book to what they know from their lives.

Lesson Objectives

- Students will identify unknown vocabulary and concepts for further learning.
- Students will practice oral reading skills.

Sunshine State Standards

- LA.1112.1.2.1: The student will adjust reading rate based on purpose, text difficulty, form, and style. Fluency-the student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
- LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text. Vocabulary Development-the student uses multiple strategies to develop grade appropriate vocabulary.

Instructional Resources and Lesson Materials

- The Outsiders
- Journal
- Writing Instrument
- Anticipation Guide

Lesson Sequence:

Introduction (5 minutes):

“Today we are going to start our new book The Outsiders by reading out loud. As you can see our desks are in a circle. We will take turns reading by going around in the circle with each person reading one paragraph. As we are reading everyone needs to keep a log in their journals today with any words that come up in the text that you are unclear about or any ideas covers that you don’t fully understand or that you would like to explore over the next couple of weeks. This will be your exit ticket for the day and I do expect everyone to have at least 15 words or concepts written down by the end of the class period. Before we start reading I would like to ask you a few questions.

Main Activities (55 minutes):

- Teacher will introduce the novel through the attached anticipation guide true/false question. Developed from the websites:
<http://staff.norman.k12.ok.us/~ahiser/8th%20Grade/Outsiders/anticipation%20guide.pdf>
- <http://vygotsky.ced.appstate.edu/outsidere/anticipation%20Guide.htm>
- Teacher will hand out the anticipation guide and allow students to fill it out. (10 minutes)
- Teacher will put anticipation guide on overhead and as a class go over the questions asking students to explain some of their answers with personal experiences. (20 minutes)
- Teacher will explain how to “bookmark” unknown vocabulary words found in the text. (5 minutes)
- Teacher and class will begin reading The Outsiders. (10 minutes)

Assessment:

Teacher will listen for a personal connection from the students to the theme.

Lesson Plan Extensions and Modification Ideas:

ESOL and ELL modifications would be to provide suspected difficult words in the text in a vocabulary list prior to reading and adding any additional words identified through journal. As well as helping students during read-a-loud and allowing students to skip if necessary.

Homework:

Continue reading where the class left off and read the next three chapters.

The Outsiders Anticipation Guide

	True	False
Most people are not content with what they have.	_____	_____
It is easy to judge a book by its cover or a person by the way he/she looks.	_____	_____
A person is often stereotyped by the people he or she hangs out with.	_____	_____
Being popular means you pick on geeks.	_____	_____
Geeks often hate popular kids.	_____	_____
As long as no one uses weapons, fighting is ok.	_____	_____
A "gang" member or bad person could never do anything heroic.	_____	_____
Sometimes murder is justifiable.	_____	_____
<i>The Outsiders</i> was written by a 15 year old student.	_____	_____

Lesson Plan Title: The Outsiders Journalism Reporting

Date/Sequence/Duration: Week 2/ (1) 50 min class period

Lesson Overview

The students will be introduced to journalism-style writing by writing about an event described in The Outsiders. This lesson will be conducted on an individual basis and will be used to check for reading comprehension.

Lesson Rationale

This lesson will develop students understanding of the book and implement different writing styles.

Lesson Objectives

- The student will write in their own words about an event in the novel.
- The student will think critically about the novel.
- The student will practice a new form of writing.

Sunshine State Standards

LA.1112.4.1.1: The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description. Creative-the student develops and demonstrates creative writing.

Instructional Resources and Lesson Materials

- The Outsiders
- Paper
- Writing Utensil
- Example of a Journal Article

Lesson Sequence:

Introduction (10 minutes):

“Please take a few minutes and read the articles from our newspaper at your desk. (allow time for students to read) With the reading completed last night we all should have read through Bob’s death scene. How do you all feel about Bob’s death? Do you think that Ponyboy and Johnny are at fault and should be punished? Or do you think that they were just trying to survive and Bob deserved to die?”

Main Activities (50 minutes):

- Teacher will explain the difference between the writing we have done up to this point and writing for a news article. (3 minutes)
- Teacher will model how to construct a timeline of events using the article read at the beginning of class. (10 minutes)
- Students will move into groups and make a timeline of the events in the book selection. (10 minutes)
- Students will move back into individual seats. (1 minute)
- Teacher will model how to reformulate a story from a timeline into a news article by starting a sample news article. (10 minutes)
- Students will start their articles. (15 minutes)

Assessment:

Teacher will review articles for understanding of plot sequence.

Lesson Plan Extensions and Modification Ideas:

Lesson can be extended over several periods in order to further develop the article for writing assessment. ESOL and ELL students can be provided news articles in native language.

Homework:

Please finish the book for class tomorrow.

Lesson Plan Title: The Outsiders Socratic Circle

Date/Sequence/Duration: Week 2/ (1) 50 min class period

Lesson Overview

Students will conduct a Socratic circle discussion with given focus questions to further explore the novel The Outsiders. The class will be divided into two groups making an inner and outer circle. Only one group will discuss the focus questions at a time while the other group writes comments that they would like to discuss.

Lesson Rationale

Socratic circles allow students to obtain different points of view on the material read, allows them to discuss covered materials while still allowing them time to critically think about the material.

Lesson Objectives

- The student will discuss the novel.
- The student will think critically about the novel.

Sunshine State Standards

LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written. Fiction-the student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details.

Instructional Resources and Lesson Materials

- The Outsiders
- Journal
- Writing Utensil

Lesson Sequence:

Introduction (10 minutes):“Today we are going to conduct a Socratic Circle on The Outsiders. We are going to number off and when I ring the bell we will move the desks into two circles, an inner circle and an outer circle. I have prepared some questions I would like you to think about and then discuss. First the inner circle will discuss a question, while students are discussing the

question, the students in the outer circle will be thinking about the discussion and writing any comments or questions they would like to bring up during their discussion time. The comments and questions that you write down will be your exit ticket for the day, so please make sure that you have something to turn in. I will not be adding to the discussion, I will simply be observing and letting you know when to switch out groups.”

Main Activities (55 minutes):

- Teacher will review participation and good behavior for a Socratic Circle. (10 minutes)
- Teacher will provide some spontaneous questions to start the Socratic Circle:
 - How did Pony’s and Johnny’s homelessness affect their Rebel nature?
 - What types of prejudices were seen in the book and what were their effects of these on the characters?
 - Who is the rebel of this story? Do they have a cause and if so, what is it?
 - How does the problem of child abuse affect the outcome of the story?
 - What is the life of a homeless person like?
 - How is family important in the story?
 - What types of prejudice exists in the novel?
 - How does the main character cope with death?

Assessment:

Teacher will assess the student’s ability to contribute to the essential questions through their daily blog.

Lesson Plan Extensions and Modification Ideas:

Lesson can be extended over several periods depending on the amount of time spent on each question and the interest generated by the questions.

Homework:

If you have not finished the book, please do so for homework. Next time we meet we will be discussing the literary elements covered in the book in preparation for one of your final assignments, so please think about the discussion we had today.

Lesson Title: Hinton on Film

Date/Sequence/Duration: Week 2/ (3) 50 min class periods

Lesson Overview: This lesson will explore the art form known as film. Students, having already read the novel “The Outsiders”, will compare/contrast several of the major themes of the book to those in the film adaptation.

Lesson Rationale: This lesson reinforces Rief’s assertion that Language Arts implies a pluralistic approach to articulating one’s inner vision, albeit through written or verbal exposition or, in this case, a visual medium. This lesson also asks the student to sharpen his/her critical acumen by breaking down and analyzing various aspects of the film such as the writing and the visualization of the characters. The characters in these films, with their anti-social proclivities, are perfectly indicative the Counterculture mindset. This, compounded with the youth-oriented writing of S.E. Hinton, makes it an extremely topical lesson.

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Critically analyze a film
- Identify the themes inherent in the film
- Write an analysis of the film and how it compares/contrasts to the novel

Sunshine State Standards:

- The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. (9-10) LA.910.2.1.2
- The student will revise and refine the draft for clarity and effectiveness. (9-10) LA.910.3.3.2
- The student engages in the writing process and writes to communicate ideas and experiences. (9-10) LA.910.5.1.1
- The student effectively applies listening and speaking strategies. (9-10) LA.910.5.2.1
- The student uses multiple strategies to develop grade appropriate vocabulary. (9-10) LA.910.1.6.1

Instructional Resources and Lesson Materials Needed:

- Video *The Outsiders*
- Copies of the book, *The Outsiders*
- DVD player
- Papers, pens, pencils
- Notebooks

Lesson Sequence

Introduction/Lead-in/ Focus:

Students, using their notes/writings from their reading of Hinton's novel, *The Outsiders*, will be instructed to find similarities/differences in themes between the novel and the film. They will be asked to take notes during the screening, paying particular attention to how well it has translated the novel to the screen.

Explicit Instruction:

Day One

- Instruct the children to take notes while watching key scenes from the film. Instruct them to pay close attention to the visuals as well as the themes of the movie. I will elaborate that the visuals mean how accurate the film looks according to the descriptions in the book. The themes will also be elaborated on and even enumerated on the board as a constant reference. Encourage them to ask questions at any time before, during and after the scenes. (20min)
- After film has been viewed, discuss with the students the main ideas/themes of the movie. Have students read their notes aloud. I will write on the board their thoughts on the main themes/concepts of the film as well as their likes/dislikes for the whole class to see. This will give them some directions to go in when writing their analysis. (20min)
- Then explain they must write a 1-2 page analysis of the film which will incorporate what they wrote on the book and their thoughts/notes on the scenes of the film. They will be instructed to compare/contrast scenes between the book and the movie. I will model a sample paragraph on the board to elucidate how I want it structured. (10min)

Day Two

- Have students bring in draft for peer review. I will put them in groups of three to four and have them read their drafts to each other to get feedback. (30-35min)
- Students will then continue to do rewrites for the rest of class. They will be encouraged to ask questions at any time or to re-watch the selected scenes. They will also be instructed to finalize their draft and turn it in the next day. (15-20min)

Day Three

- Students will read aloud their final drafts and turn them in. (30-35min)
- A discussion will ensue on thoughts about the film, the book, and how closely the two were related as well as gauging an overall opinion of the lesson. (15-20 min)

Assessment Criteria:

- 40pts- Student's analysis displays a thorough knowledge of the inherent themes of the film as well as being a cogent personal critique of the film (how it compares to the book).

- 30pts- Student's analysis displays a moderate knowledge of the inherent themes of the film as well as being a mildly persuasive personal critique of the film (how it compares to the book).
- 20pts- Student's analysis displays limited knowledge of the inherent themes of the film as well as being a non-persuasive personal critique of the film (how it compares to the book).

Lesson Plan Extensions and Modification Ideas

For time constraints, I will severely limit the amount of drafts read aloud in class. I might do away with the whole third day to move on to another lesson. Students can choose to read another's analysis on their own time.

Lesson Title: "Ginsberg on Poetry"

Date/Sequence/Duration: Week 3/ (1) 50 min class period

Lesson Overview: This lesson delves into the work of Counterculture's most famous poet, Allen Ginsberg. We will be reading excerpts from his most famous poem *Howl*. The students will be instructed to note the inherent themes and structure of the work and then try to emulate that with a stanza of their own poetry.

Lesson Rationale: Ginsberg's writing style is indicative of the Counterculture mindset- little-to-no adherence to normal poetic forms (rhyme scheme, natural observation) and particular stress on ecstatic self-expression. This latter, most important notion is what will be inculcated in the students when they produce written works/orations. Another cogent aspect of Ginsberg poetry, "the first thought, best thought" (Collected Poems, 6), reinforces the idea that students' first thoughts have cogency and that they should trust their initial impressions. This was a staple of Counterculture literature, including Kerouac. The lesson also incorporates peer review which allows students to "get experience as critical readers that may help them in reading and revising their own work." (Smagorinsky, 2008)

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Critically analyze a poem
- Identify the major themes inherent in the poem
- Write a stanza in the same style as the author

Sunshine State Standards:

- The student will explain how meaning is enhanced through various features of poetry, including sound (e.g. rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position). (9-10) LA.910.2.1.3
- The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written. (9-10) LA.910.2.1.8
- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description. (9-10) LA.910.4.1.1

Instructional Resources and Lesson Materials Needed:

- pencils, pens
- notebook
- copier
- copy of *Howl* by Allen Ginsberg

Vocabulary

1. Free Verse- verse that does not follow a fixed metrical pattern
2. imagery- a set of mental pictures or images
3. extemporaneous writing- done, spoken, performed, etc., without special advance preparation; impromptu: *an extemporaneous speech*
4. hyperbole- obvious and intentional exaggeration
5. repetition- repeated utterance; reiteration
6. rhyme scheme- the pattern of rhymes used in a poem, usually marked by letters to symbolize correspondences, as rhyme royal, *ababbcc*

Lesson Sequence (include approximate times for each segment):

Introduction/Lead-in/ Focus:

Students will be given a copy of excerpts from Ginsberg's seminal poem, *Howl*. It will be read aloud and the major themes and elements of the poem will be discussed. After that, they will try writing a stanza in the same style. They can rely on personal experience, as Ginsberg did, when writing their piece.

Explicit Instruction:

- The students will be given a handout of excerpts from Ginsberg's poem, *Howl* and a list of poetical terms and their definitions. These students will be given a brief introduction to Allen Ginsberg and his part in the Counterculture movement. The excerpts will then be read aloud. (10-15min)
- The inherent themes and style of the poem as well as the terms free verse, imagery, stanza, extemporaneous writing, repetition, rhyme scheme, metaphor, and hyperbole will be discussed/elaborated upon. I will model first then ask the students to find various instances of metaphor, repetition, etc. using their handouts. (15min)
- The students will be instructed to draw on their personal/prior experiences, as Ginsberg did, and roughly write one stanza in the style of the author. (10min)
- Students will then get into peer groups to get feedback. (5min)
- Students will then read aloud their stanza in class, gaining feedback not only from all the class but by myself as well. (10min)
- Wrap-up. Discussion will take place on Counterculture poetry, the next lesson on Kerouac and getting approbation from me on their efforts. For homework, I will tell them that they need to finalize their draft and turn it in the next day. Question and answer will also take place. (5min)

Assessment and Assessment Criteria:

40pts- The student has written his/her stanza in a persuasive manner and has shown a thorough knowledge of the different poetic elements discussed in the lesson.

30pts- The student has written his/her stanza in a competent manner and has shown a basic knowledge of the different poetic elements discussed in the lesson.

20pts- The student has written his/her stanza in an ineffective manner and has shown little-to-no knowledge of the poetic elements discussed in the lesson.

Lesson Plan Extensions and Modification Ideas

I would limit the amount of volunteers who read their stanzas aloud. I will definitely have them finalize/enlarge it for homework and also encourage them to keep building onto it, adding more stanzas.

excerpts from *HOWL*

F.B.I. in beards and shorts with big pacifist
eyes sexy in their dark skin passing out incomprehensible leaflets,
who burned cigarette holes in their arms protesting
the narcotic tobacco haze of Capitalism,
who distributed Supercommunist pamphlets in Union
Square weeping and undressing while the sirens
of Los Alamos wailed them down, and wailed
down Wall, and the Staten Island ferry also wailed,
who broke down crying in white gymnasiums naked
and trembling before the machinery of other skeletons,
who bit detectives in the neck and shrieked with delight
in policecars for committing no crime but their
own wild cooking pederasty and intoxication,

gaunt waitresses in familiar roadside lonely petticoat upliftings & especially secret gas-station
solipsisms of johns, & hometown alleys too,
who faded out in vast sordid movies, were shifted in
dreams, woke on a sudden Manhattan, and
picked themselves up out of basements hung
over with heartless Tokay and horrors of Third
Avenue iron dreams & stumbled to unemployment offices,
who walked all night with their shoes full of blood on
the snowbank docks waiting for a door in the
East River to open to a room full of steamheat and opium,
who created great suicidal dramas on the apartment
cliff-banks of the Hudson under the wartime
blue floodlight of the moon & their heads shall
be crowned with laurel in oblivion,
who ate the lamb stew of the imagination or digested
the crab at the muddy bottom of the rivers of Bowery,
who wept at the romance of the streets with their
pushcarts full of onions and bad music,
who sat in boxes breathing in the darkness under the
bridge, and rose up to build harpsichords in their lofts,
who coughed on the sixth floor of Harlem crowned
with flame under the tubercular sky surrounded
by orange crates of theology

Poetic Terms

1. Free Verse- verse that does not follow a fixed metrical pattern
2. imagery- a set of mental pictures or images
3. extemporaneous writing- done, spoken, performed, etc., without special advance preparation; impromptu: *an extemporaneous speech*
4. hyperbole- obvious and intentional exaggeration
5. repetition- repeated utterance; reiteration
6. rhyme scheme- the pattern of rhymes used in a poem, usually marked by letters to symbolize correspondences, as rhyme royal, *ababbcc*
7. metaphor- a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in “A mighty fortress is our god.”

Lesson Title: "Kerouac on Haiku"

Date/Sequence/Duration: Week 3/ (1) 50 min class period

Lesson Overview: This lesson discusses the not-oft used form of poetry called Haiku. We are using samples by Jack Kerouac to express his attitude that Haiku "must be very simple and free of all poetic trickery" (Book of Haikus, x). It allows students a foray into poetry but without all the rigid rules that go along with writing it. Kerouac's Haiku were free-flowing and very personal in nature-very indicative of Counterculture literature. This is what we will encourage the students to emulate in their own samples. Another goal of this lesson is to get students excited about poetry in that it gives us "a different way of thinking about things"(Burke, 2008).

Lesson Rationale: It is important for students to branch out into different mediums for self-expression. This bolsters Rief's theory that "Language Arts" implies a plurality and poetry, or more specifically haiku, is just such a medium. With writing haiku in Kerouac's fashion, it allows for more self-expression, and not a rigid adherence to poetic principles. This makes the assignment both less daunting and more enjoyable.

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Critically analyze a haiku
- Identify the themes inherent in the haiku
- Write a haiku in the style of Kerouac

Sunshine State Standards:

- The student will analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning. (9-10) LA.910.1.7.2
- The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections. (9-10) LA.910.1.7.6
- The student will explain how meaning is enhanced through various features of poetry, including sound (e.g. rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position). (9-10) LA.910.2.1.3
- The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written. (9-10) LA.910.2.1.8
- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description. (9-10) LA.910.4.1.1

Instructional Resources and Lesson Materials Needed:

- pencils,
- pens
- paper
- copier
- a copy of *Book of Haikus* by Jack Kerouac
- a copy of Basho's haiku

Lesson Sequence (include approximate times for each segment):

Introduction/Lead-in/ Focus:

Students will be shown examples of original Japanese haiku. Then they will be exposed to the haiku of Kerouac. The latter's ideology towards self-expression will be stressed to the students and the importance of it in their writing and/or orations. They can rely on prior experience, as Kerouac did, to inform them in their writing, albeit creative or nonfiction.

Explicit Instruction:

The students will be shown examples of traditional Japanese Haiku by Basho. Elements of Haiku will be discussed. I will write a few haiku on the board and discuss the rhyme scheme (5-7-5 syllables) and the inherent themes (observations of Nature, etc.). Then, I will introduce Kerouac's haiku. A brief introduction to Kerouac and his part in the Counterculture movement will ensue. I will then disseminate handouts of his haiku to the students so they can view the differences between traditional and nontraditional haiku. I will explain how Kerouac's haiku, with its non-adherence to traditional rhyme scheme and themes was indicative of the Counterculture mindset. I want them to get a feel on how to write effectively, conveying personal emotions and visuals in an abbreviated manner. This will force the students to think creatively. (15-20min)

The students will be asked to write down some personal thoughts/reminiscences and then try to write it in haiku form. I will model it for them on the board using my own personal experience/observation. I will ask them to write 2-3 haiku. (10min)

The students will then get into peer groups to read aloud their haiku and get feedback and then polish/rewrite their haiku. (10-15min)

Students will read aloud their haiku to the class, share their thoughts about them, the ideas/feelings that went into them and then get feedback

from the entire class. I will be giving feedback as well as positively reinforcing their efforts. (10-15min)

Wrap up. The class will discuss what they thought about writing haiku. I will encourage them to continue exploring and writing haiku as well as other forms of poetry-anything to promote the

all-important idea of self expression which was so crucial in the Counterculture movement. (5min).

Assessment and Assessment Criteria:

40 pts- The student has written his/her haiku in a persuasive manner and has shown a thorough knowledge of the different poetic elements discussed in the lesson.

30pts- The student has written his/her haiku in a competent manner and has shown a basic knowledge of the different poetic elements discussed in the lesson.

20pts- The student has written his/her haiku in an ineffective manner and has shown little-to-no knowledge of the poetic elements discussed in the lesson.

Lesson Plan Extensions and Modification Ideas

One big way to truncate the lesson would be to limit the amount of students who recite their haiku to the class. I might also limit the amount of a people to a peer group so efficacious editing and feedback can occur. Another option would be to limit the amount of haiku we read and/or write. I might allocate some of this reading/writing for homework to allow time for the next poetry lesson.

HAIKU

by

Jack Kerouac

No telegram today
only more leaves
fell.

Empty baseball field
a robin
hops along the bench.

All day long
wearing a hat
that wasn't on my head.

Nightfall,
too dark to read the page
too cold.

Following each other
my cats stop
when it thunders.

Wash hung out
by moonlight
Friday night in May.

The bottoms of my shoes
are clean
from walking in the rain.

Glow worm
sleeping on this flower -
your light's on.

Lesson Title: Which side are you on? : A look at how to create effective advertisements Part I

Date/Sequence/Duration: Week 3/ (2) 50 minute periods

Lesson Overview: In this lesson, students will learn how to create an effective advertising campaign for their respective purpose (rebellious with a cause or without a cause). To complete this lesson the students will have to create their own purpose for the ad campaign and create a small writing justifying their ads as it relates to their purpose. Students will be asked to research effective ad campaigns and to translate their concept into a full campaign with at least one solid example (poster, commercial, audio recording, etc.)

Lesson Rationale: In our technology dependent age, students are being consistently bombarded with advertisements through print, television, and on the web. The world has become globalized and commercialized to the point that advertisements are everywhere people are. Due to the absolute inundation of this literacy it has become essential that our students “read an examine each specific element if the reader/viewer is to understand the intent, meaning, and social context of the message they encounter on the page, screen, or billboard” (Burke 338). In summation, this project will allow students the opportunity to gain critical analyzing skills while simultaneously training them in efficient, as well as ineffective, methods of persuasion as they relate to advertising.

Lesson Objectives: Upon successful completion of the lesson, students will be able to:

- Effectively identify various appeals of advertisements
- Name effective and ineffective advertisements by use of justifications
- Create their own, effective ad campaign relevant to their chosen purpose

Sunshine State Standards:

LA.910.6.3.1: The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media

LA.910.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles

LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation

LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology)

Instructional Resources and Lesson Materials Needed:

- Computers with internet access
- Examples of print advertising
- Examples of radio advertising
- Presentation devices to show examples found on the web

Lesson Sequence :

Introduction/Lead-in/ Focus:

Begin class by showing the top commercials from last year's Superbowl. Instructor will pull up these sites by visiting hosting website. (<http://superbowlads.fanhouse.com/>) Students will be given a brief introduction to the process for this assignment. Because this is an option for the final project choice the lesson will span multiple days. Majority of first class will be spent viewing the actual advertisements with the second class dedicated to dissecting and discussion of the advertisements. (15 min)

Explicit Instruction:

- Following the introduction students will be show past recruitment advertisements from multiple sources (Nazi propaganda, Uncle Sam campaign, volunteer commercials, etc.) (15 min)
- Students will then shift into commercial advertisements. This section will feature videos, print and radio advertisements for various services and goods. (15 min)
- Viewing the advertisements will be accompanied with brief discussions on purpose and intent, targeted audience, and if they have seen the ad before.
- Class will conclude and students will be left with parting question for consideration a home: What did they like about the advertisements? What did they not like? What strategies were effective? Which were not? Has an advertisement swayed you one way or another to buy a certain product? What makes an advertisement memorable? Any other thoughtful contributions. (5 min)

Assessment and Assessment Criteria:

Students will only be eligible to earn classroom participation points during this part of the lesson

Lesson Plan Extensions and Modification Ideas

- Due to the flexible nature of this lesson, students will should not require additional time
- Lesson could be modified to tailor more to student interest by the instructor taking suggestions for suitable advertisements to use as examples.

Lesson Title: Which side are you on? : A look at how to create effective advertisements Part II

Date/Sequence/Duration: Week 3/ (2) 50 min periods

Lesson Overview: In this lesson, students will learn how to create an effective advertising campaign for their respective purpose (rebellious with a cause or without a cause). To complete this lesson the students will have to create their own purpose for the ad campaign and create a small writing justifying their ads as it relates to their purpose. Students will be asked to research effective ad campaigns and to translate their concept into a full campaign with at least one solid example (poster, commercial, audio recording, etc.)

Lesson Rationale: In our technology dependent age, students are being consistently bombarded with advertisements through print, television, and on the web. The world has become globalized and commercialized to the point that advertisements are everywhere people are. Due to the absolute inundation of this literacy it has become essential that our students “read and examine each specific element if the reader/viewer is to understand the intent, meaning, and social context of the message they encounter on the page, screen, or billboard” (Burke 338). In summation, this project will allow students the opportunity to gain critical analyzing skills while simultaneously training them in efficient, as well as ineffective, methods of persuasion as they relate to advertising.

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Effectively identify various appeals of advertisements
- Name effective and ineffective advertisements by use of justifications
- Create their own, effective ad campaign relevant to their chosen purpose

Sunshine State Standards:

- LA.910.6.3.1: The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media
- LA.910.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles
- LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation
- LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology)

Instructional Resources and Lesson Materials Needed:

- Computers with internet access
- Examples of print advertising
- Examples of radio advertising
- Presentation devices to show examples found on the web

Lesson Sequence (include approximate times for each segment):

Introduction/Lead-in/ Focus:

Class will begin by reviewing the previous session. Ask class to volunteer and elaborate on what we accomplished in class last time. Remind students that this class will be based upon examining, discussing, and dissecting the ads that were viewed last class. Begin class by examining the most popular ads from yesterday for discussion or by asking if the students have any comments on any of the ads for the good of the group (5 mins)

Explicit Instruction:

- Upon viewing of the ad have students answer the following information: (Burke 346)
 - Name of the product
 - Descriptive information about the product or ad itself
 - What is the seller really selling (power, image, coolness, performance, service etc.)
 - Who is the targeted audience
 - Any other significant observations
 - Did this ad work towards ethos, pathos, or logos?
- The class should address these questions from all forms of advertising media (print, internet, audio, and television)(35 min)
- After discussion of each example of media literacy, the students will then discuss their own purposes for creating an ad campaign.(5 min)
- Students will be informed that for one of their final projects they will be allowed to choose this assignment by creating an add campaign for their specific purpose.
- Students will be given rubric for their ad campaigns. Rubrics will include all necessary elements of a successful ad campaign. (5 min)

Assessment and Assessment Criteria:

Assessment will be completed if the students choose this option for the final project. The guidelines for creating a project that receives full credit will be outlined in the rubric. Full credit requires but not limited to:

- Student has created ad campaign that is designed and based off a clear, concise purpose
- Student incorporates multimedia into their ad campaign
- Student has put forth effort to create a convincing ad campaign that uses strategies and techniques discussed in class.

Lesson Title: At Risk Report Part I

Date/Sequence/Duration: Week 3/ (2) 50 minute periods

Lesson Overview: For this lesson, students will explore the at risk report as one of the options for the final project. This report will require students to research and write a 5-7 page expository essay on young adults who fall into an at risk category (gang members, outcasts, criminals, or other socially shunned figures). The paper will be well thought, organized with logical flow, and feature outside resource of multiple reliable sources, preferably taken from academic databases. The lesson will be divided into 3 portions. First students will learn how research a topic and evaluate their sources, then the students will explore pre-writing and drafting strategies, finally the students will begin working on paper for submission. The third and final aspect of this lesson will serve primarily as a working class day

Lesson Rationale: In this lesson students will explore the lifestyle and aspects of students who could be considered “rebels without a cause”. The students will benefit by learning how to conduct proper research, evaluate sources, and how to prepare an informative, formal essay. Too often in English class, formal essays are not given the attention that is due in classrooms. According to Burke, “The essay remains central to our writing curriculum for other more practical applications” (175). Burke highlights how essays are consistently used in college applications, AP testing, even reaching into the job markets as employers are asking applicants to write essays in their interview process.

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Effectively research and evaluate sources for writing a paper
- Utilize pre-writing planning and drafting techniques
- Create an logical expository writing

Sunshine State Standards:

LA.910.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests

LA.910.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

Instructional Resources and Lesson Materials Needed:

- Computers with internet access
- Access to academic databases
- Projection system for examples.

Lesson Sequence:

1. Introduction/Lead-in/ Focus:

Provide students with a visual that represents two faux news stories along side one factual story. Instruct the students that they are to read over these stories and examine each very carefully. Finally, the students are to select which of the stories is factual and justify their reasoning. Following this exercise, the teacher should instruct students that this option for their final project allows them the opportunity to create a formal essay on at risk youths. Part of creating a formal essay is conducting proper research and evaluating sources. (7 mins)

2. Explicit Instruction:

- After the introductory activity, show students how to access the available databases online. (4 min)
- Once inside the database, model for students how to properly research for journal articles, books, news writings, and other peer reviewed scholarly sources. (7 min)
- Prompt the students to attempt this on their own by providing them with a topic to look up for sources. (10 min)
- While students are searching explain that a reliable source will have information on the author, the author is usually sponsored by a credible organization or carries some authority on the subject, the article was published in a reputable publication, etc. (2 min)
- Have the students share their findings with the class and how they know the source is accurate and reliable (10 min)
- After searching for good sources, model for the students how bad sources can be found by searching the same topic in a normal search engine. Explain the difference to students by highlighting the openness and freedom found on the internet. Also, highlight students how to avoid improper sources. (10 min)

Assessment and Assessment Criteria:

This class only offers participation for assessment. Assessment on essay will come as an evaluation for the final project.

Lesson Plan Extensions and Modification Ideas

Lesson could be shortened or combined if students are having an easy time grasping all the concepts.

Lesson Title: At Risk Report Part II

Date/Sequence/Duration: Week 4/ (2) 50 minute periods

Lesson Overview: For this lesson, students will explore the at risk report as one of the options for the final project. This report will require students to research and write a 5-7 page expository essay on young adults who fall into an at risk category (gang members, outcasts, criminals, or other socially shunned figures). The paper will be well thought, organized with logical flow, and feature outside resource of multiple reliable sources, preferably taken from academic databases. The lesson will be divided into 3 portions. First students will learn how research a topic and evaluate their sources, then the students will explore pre-writing and drafting strategies, finally the students will begin working on paper for submission. The third and final aspect of this lesson will serve primarily as a working class day

Lesson Rationale: In this lesson students will explore the lifestyle and aspects of students who could be considered “rebels without a cause”. The students will benefit by learning how to conduct proper research, evaluate sources, and how to prepare an informative, formal essay. Too often in English class, formal essays are not given the attention that is due in classrooms. According to Burke, “The essay remains central to our writing curriculum for other more practical applications” (175). Burke highlights how essays are consistently used in college applications, AP testing, even reaching into the job markets as employers are asking applicants to write essays in their interview process.

Lesson Objectives:

Upon successful completion of the lesson, students will be able to:

- Effectively research and evaluate sources for writing a paper
- Utilize pre-writing planning and drafting techniques
- Create a logical expository writing

Sunshine State Standards:

LA.910.3.1.3: The student will pre-write by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

LA.910.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience

LA.910.3.2.2: The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

LA.910.3.2.3: The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.

LA.910.3.3.1: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation

LA.910.3.3.2: The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas

LA.910.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)

Instructional Resources and Lesson Materials Needed:

- Computers with internet access
- Diagrams of pre-writing techniques (Venn Diagrams, KWL, etc.)

Lesson Sequence (include approximate times for each segment):

Introduction/Lead-in/ Focus:

Begin class with a review discussion of what was done last class. The instructor should field questions about how to access academic databases, how to spot reliable sources, what makes a source reliable, how to spot bad sources, how to cite, etc. After, the instructor should move onto discussing how to brainstorm essay topics and how organize these topics using several different graphic organizers. Following the modeling process, the teacher will go over a few key revising strategies that students ought to implement when creating their reports. (7 min)

Explicit Instruction:

- Model for students how implement ideas into several popular graphic organizers (webs, Venn Diagrams, KWL charts, Two column notes, etc.) (12 min)
- After modeling each technique have the students discuss which techniques they found effective and why, as well as which techniques were not effective and why. (8 min)
- After a thorough discussion on the proper means of pre-writing explain to the students the next step in the writing process: drafting. (3 min)
- Define a rough draft for students and provide an example to the entire class. (5 min)
- One the example of the rough draft, revise the writing using several key revision techniques. (searching for grammatical errors, subject verb agreement, proper punctuation, etc.) (5 min)
- Explain to students how revising is effective when done in groups and or done after having been away from the writing for a short length of time. (10 min)
- If time permits, pass out a sample writing piece to students for them to revise in groups, both grammatically and stylistically, and ask the students to share their findings. (10 min, if applicable)

Assessment and Assessment Criteria:

Because the students will not be turning anything in for this assignment right away, this grade will be based upon active participation.

Plan Extensions and Modification Ideas

If the lesson needed to shortened, the final exercise where students will work in groups to revise a piece of writing can be omitted.

Lesson Title: Winning the War of Words: How to write persuasive letters

Date/Sequence/Duration: Week 4/ (1) 50 min class period

Lesson Overview:

In this lesson, students will explore one of their options for their final project- to create and deliver an official letter to a government official to lobby for a policy change. Students will learn the fundamentals of writing a formal argument and also how to write a formal letter to a representative.

Lesson Rationale:

In English classes, students can be exposed to a multitude of writing styles ranging from informal poetry, prose, or novellas. However, an important aspect of writing is often left out, formal/business writing. Jim Burke says, “The practical, document based curriculum of the business world offers us interesting ways to diversify our own curriculum” (206). Furthermore, NCTE offers two standards related to teaching this style of writing:

Standard #5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes

Standard #12- Students use spoken, written, and visual language to accomplish their own purposes (e.g., learning, enjoyment, persuasion, and the exchange of information) Furthermore, this will also teach students in the realm of Smagorinsky’s “civic awareness”

Lesson Objectives:

- Students will learn how to formulate a successful, formal argument for a topic
- Students will create a formal letter on a real to issue to be sent to their respective representative

Sunshine State Standards:

LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

LA.910.4.3.2: The student will include persuasive techniques.

Instructional Resources and Lesson Materials Needed:

- Computers with internet access
- Listing of local representatives
- Document camera or projection system for examples

Lesson Sequence

Introduction/Lead-in/ Focus:

Students will be given an introductory “Thought for the day” prompt: How do you convince others that you are right? Begin class with a discussion about an instance when the student has

had to convince others that their position was correct. What methods did they use to prove their point? How about methods to sway others to their side? Following a brief discussion, the instructor should explain that the students will learn how to write a formal, persuasive letter and if they choose this assignment they will be required to send the letter. (7 min)

Explicit Instruction:

- The instructor will begin class by showing effective, persuasive letters to the class. The examples will be professional and also past examples from previous students.
- Upon modeling past examples, instructor will ask the class what strategies made this letter effective at accomplishing its task: Were their facts? Any authority figures quoted? Citations? Did the author address the counter argument? Was the point clear and concise? Did the letter address a real problem? (15 min)
- Students will then explore how to create a solid, effective argument through implementation of a strong argument support system (facts, authority, clear concise writing, addressing the counter argument, etc.) (15 min)
- After discussion on the example, students will brainstorm ideas on how to write a persuasive letter to convince the principal of the school to implement ice cream Wednesdays or another faux topic generated by the instructor (7 min)
- Students will generate ideas to form a rough draft of the letter. This will lead into the final aspect of the instructor assigning the work to the students. (8 min)
- When students are assigned to this project they will be instructed to choose a real issue and to clear this topic with the instructor before following through with the assignment.

Assessment and Assessment Criteria:

If students choose to complete this assignment their grades will be based upon the rubric for the persuasive letter assignment. Students receiving full credit will be required, but not limited to:

- Creating a letter free of grammatical and spelling errors
- Choosing a relevant issue
- Addressing and sending the letter to the proper individual
- Addressing the counter argument of their proposal
- Incorporating aspects of an effective persuasive argument that were addressed in class.

Lesson Plan Extensions and Modification Ideas

If students require extra examples or discussion on how to prepare an effective the lesson could be expanded to two class periods to allow further exploration of examples as well as further discussion.

Rubric: Ad Campaign: Rebels with a Cause

Create a mainstream ad campaign for a cause to draw in support from a wary public.

Rebels with a Cause Ad				
	Poor	Fair	Excellent	
SYMBOLS, ILLUSTRATIONS, SLOGANS 20 pts Use of symbols, illustrations, slogans or saying to deliver the message.	Poor Symbols, illustrations, slogans and or sayings not present or minimally so. Do not contribute to the message effectively.	Fair Some use of symbols, illustrations, slogans/ and or sayings; not used effectively or clearly.	Excellent Thoughtful and effective use of symbols, illustrations, slogans and/or sayings help deliver the message clearly.	
PRACTICAL SUGGESTION & EXAMPLES 20 pts Offer suggestions of how we can put this into practice in our lives. Give real and concrete examples. Do some research.	Poor Suggestions unclear or irrelevant - not helpful or practical. No real evidence of research.	Fair Suggestions present not practical or not relevant; we're not motivated to help or still have questions about what we can do today. Research lacking.	Excellent Practical suggestions for putting this into practice. We know what to do and how to do it after your presentation. Real life and practical. You did your research.	
ENGAGING-THOUGHT PROVOKING 20 pts Make it eye-catching, engaging & thought-provoking. Use color.	Poor Not very interesting or thought provoking. Hard to follow. Boring.	Fair Got our attention and or was thought provoking. Lacked some focus.	Excellent Attention grabbing- eye catching- thought provoking! Wow! Grabbed and held our attention throughout the presentation.	
CREATIVITY 20 pts BE CREATIVE!	Poor Not very creative at all. Does not demonstrate your talents and creativity well. Boring.	Fair Creative, pretty well planned, mostly original. Good work.	Excellent Highly creative- well thought out - original. Demonstrates your hard work and creativity well.	

PRESENTATION & OUTLINE	Poor	Fair	Excellent
20 pts Present to the class, explain how it reflects the basic theme you chose. Educate, make us want to change.	Poor presentation, lack of preparation evident; presentation skills lacking or not present at all. No outline.	Good presentation; prepared, engaging. Lacks some elements of a great presentation. Outline turned in.	Great presentation-dynamic, well prepared, engaging, good overall. Good eye contact, speaking skills, audience engagement. Outline turned in.

Comments:

Rubric: Ad Campaign: Rebels without a Cause

Create an underground ad campaign to draw in new members for a cause to take down an establishment by any means necessary.

Rebels without a Cause Ad				
	Poor	Fair	Excellent	
SYMBOLS, ILLUSTRATIONS, SLOGANS 20 pts Use of symbols, illustrations, slogans or saying to deliver the message.	Poor Symbols, illustrations, slogans and or sayings not present or minimally so. Do not contribute to the message effectively.	Fair Some use of symbols, illustrations, slogans/ and or sayings; not used effectively or clearly.	Excellent Thoughtful and effective use of symbols, illustrations, slogans and/or sayings help deliver the message clearly.	
PRACTICAL SUGGESTION & EXAMPLES 20 pts Offer suggestions of how we can put this into practice in our lives. Give real and concrete examples. Do some research.	Poor Suggestions unclear or irrelevant - not helpful or practical. No real evidence of research.	Fair Suggestions present not practical or not relevant; we're not motivated to help or still have questions about what we can do today. Research lacking.	Excellent Practical suggestions for putting this into practice. We know what to do and how to do it after your presentation. Real life and practical. You did your research.	
ENGAGING-THOUGHT PROVOKING 20 pts Make it eye-catching, engaging & thought-provoking. Use color.	Poor Not very interesting or thought provoking. Hard to follow. Boring.	Fair Got our attention and or was thought provoking. Lacked some focus.	Excellent Attention grabbing- eye catching- thought provoking! Wow! Grabbed and held our attention throughout the presentation.	
CREATIVITY 20 pts BE CREATIVE!	Poor Not very creative at all. Does not demonstrate your talents and creativity	Fair Creative, pretty well planned, mostly original. Good work.	Excellent Highly creative- well thought out - original. Demonstrates your hard	

	well. Boring.		work and creativity well.
PRESENTATION & OUTLINE 20 pts Present to the class, explain how it reflects the basic theme you chose. Educate, make us want to change.	Poor Poor presentation, lack of preparation evident; presentation skills lacking or not present at all. No outline.	Fair Good presentation; prepared, engaging. Lacks some elements of a great presentation. Outline turned in.	Excellent Great presentation-dynamic, well prepared, engaging, good overall. Good eye contact, speaking skills, audience engagement. Outline turned in.

Comments:

Rubric: Analysis of Literary Elements

Response to literature. Students will choose a literary element (plot, character, setting, theme, symbolism, etc.) to analyze as part of their response to the counterculture literature reviewed in class.

Literary element analysis				
	Poor 1 pts	Average 3 pts	Outstanding 5 pts	
Understanding of reading selection	<p>Poor</p> <p>Appears to have minimal understanding of the reading selection</p>	<p>Average</p> <p>Appears to have some understanding of the reading selection, but does not stay focused in paper</p>	<p>Outstanding</p> <p>Appears to have complete understanding of the reading selection and keeps the paper focused</p>	
Sentence Structure	<p>Poor</p> <p>Sentence structure is very short and choppy with few complex thoughts</p>	<p>Average</p> <p>Sentence structure contains some complex sentences, but most are still too short.</p>	<p>Outstanding</p> <p>Sentences are complex and add quality understanding to the paper</p>	
Identification of Setting	<p>Poor</p> <p>Does not correctly identify setting</p>	<p>Average</p> <p>Identifies setting, but ideas and opinions are not supported in paper</p>	<p>Outstanding</p> <p>Adequately identifies and understands setting</p>	
Organization of Thoughts	<p>Poor</p> <p>Lacks organization and/or includes digressions</p>	<p>Average</p> <p>Weak organization of thoughts</p>	<p>Outstanding</p> <p>Thoughts are adequately organized in paper</p>	
Grammar and mechanics	<p>Poor</p> <p>Paper contains numerous grammatical and mechanical errors</p>	<p>Average</p> <p>Paper contains a few grammatical and mechanical errors</p>	<p>Outstanding</p> <p>Paper contains almost no grammatical and mechanical errors</p>	

Comments:

Rubric: Blog Post Rubric

Rubric to be used for all blog entries based on class discussion, reading, and/or videos.

Blogging Used to grade general blog posts					
	Does Not Meet 1 pts	Partially Meets 4 pts	Meets 7 pts	Exceeds 10 pts	
Use of blogs *Response to others' blog entries may not always be required.	Does Not Meet Student contribution is minimal and/or difficult to understand. * No response to other entries.	Partially Meets Student contribution is timely but lacks the detail necessary to show thorough understanding of material. Student does not include references to classroom discussion/video/reading. *No responses to other entries.	Meets Student contribution is strong, fact based and shows basic understanding of the topic. *Additionally, there are thoughtful responses to other entries.	Exceeds Student contribution is strong, substantial and shows thorough understanding of topic. Student has included original ideas that promote further thinking.	
Intellectual Engagement	Does Not Meet Blog entries make little or no reference to classroom discussion, web/reading resources and/or video. OR Blog entry is copied from another student.	Partially Meets Blog entries make some reference to classroom discussion, web/reading resources and/or video. Student posts an opinion but does not support it with facts.	Meets Blog entries show strong awareness of key issues discussed, makes full use of information from classroom discussion, web/reading resources and/or video. Includes a student opinion and adds examples supporting the entry.	Exceeds Blog entries show strong awareness of key issues discussed in class, web/reading resources and/or video. Student's own opinion is also present, and presents thought provoking questions or statements to further the discussion.	
Personal Response.	Does Not Meet There is no	Partially Meets Opinion is present but is	Meets Opinion is	Exceeds Opinion is well	

	personal opinion.	not supported by facts.	supported through facts from classroom discussions or web/reading resources	organized. Student supports opinion with facts beyond the classroom discussions (as a result of research beyond class) and provides references to these sources.
Engaged Writing Writing mechanics	Does Not Meet Blog entries use incorrect grammar and spelling, consistently making it difficult for others to follow ideas in entry.	Partially Meets Blog entries show some evidence of correct grammar, spelling, punctuation, etc. Others will have little trouble following your entry.	Meets Blog entries show a good command of Standard English and have flair and originality. Few spelling or grammatical errors.	Exceeds Blog entries meet all requirements for a 3 AND have no spelling or grammatical errors.

Comments:

Rubric: Counterculture Group Creation

Group members will grade each other's participation in the development of a counterculture.

Individual Teamwork Rubric				
	Poor 1 pts	Fair 2 pts	Good 3 pts	
Participation	<p>Poor</p> <p>Often absent, or rarely contributes useful ideas in the group meetings</p>	<p>Fair</p> <p>Sometimes contributes useful ideas when participating in group meetings. Does what is required.</p>	<p>Good</p> <p>Routinely provides useful ideas when participating in group. A leader who contributes much to the group.</p>	
Attitude	<p>Poor</p> <p>Often negative about the project and critical of the work of others.</p>	<p>Fair</p> <p>Occasionally negative about project, or critical of work of others. Usually has a postive attitude about the task and group.</p>	<p>Good</p> <p>Always has a positive attitude about the task and group work.</p>	
Working with Others	<p>Poor</p> <p>Does not listen, or support the efforts of others. Not a good team player, generally.</p>	<p>Fair</p> <p>Sometimes listens to, and shares with others. Somewhat supportive or others. Sometimes has trouble working with group.</p>	<p>Good</p> <p>Listens to, and supports the work and efforts of others. Tries to keep people working together.</p>	

Comments:

Rubric: Debate Assignment

Formal Debate of Counterculture Argument

Debate					
	Poor 10 pts	Fair 15 pts	Good 20 pts	Excellent 25 pts	
Understanding of Topic	<p>Poor</p> <p>Student did not show an adequate understanding of the topic.</p>	<p>Fair</p> <p>Student seemed to understand the main points of the topic and presented those with some efficiency.</p>	<p>Good</p> <p>Student understood the topic in-depth and presented the information with ease.</p>	<p>Excellent</p> <p>Student clearly understood the topic in-depth and presented the information convincingly.</p>	
Use of Evidence	<p>Poor</p> <p>Every major point was not supported with facts from the research.</p>	<p>Fair</p> <p>Every major point was supported with facts, from the research., but the relevance was sometimes questionable.</p>	<p>Good</p> <p>Every major point was supported with relevant facts from the research.</p>	<p>Excellent</p> <p>Every major point was well supported with relevant facts from the research. Many sources of research were used.</p>	
Rebuttal	<p>Poor</p> <p>Counter-arguments were not accurate and/or relevant. Was unable to defend position.</p>	<p>Fair</p> <p>Some of counter arguments were accurate, relevant and strong. Was somewhat able to defend position.</p>	<p>Good</p> <p>Majority of counter-arguments were accurate, relevant and strong. Was able to defend position.</p>	<p>Excellent</p> <p>All counter-arguments were accurate, relevant and strong. Was able to accurately defend position.</p>	
Respect for Other Team	<p>Poor</p> <p>Statements and responses were consistently not respectful. Consistently interrupted other debater or talked</p>	<p>Fair</p> <p>Most statements and responses were respectful and appropriate. Seldom interrupted or talked over other debater.</p>	<p>Good</p> <p>Most statements and responses were respectful and appropriate. Never interrupted or talked over other debater.</p>	<p>Excellent</p> <p>All statements and responses were respectful and appropriate. Never interrupted or talked over other debater.</p>	

	over other debater.				
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Comments:

Rubric: Activism Event Review

Attend an activism event and write a one page summary of event. Attach a pamphlet or some piece of literature from event as proof of attendance.

Event Review Enter rubric description			
	Poor 0 pts	Good 10 pts	
Proof of Attendance Literature from event or signature from event coordinator attached.	Poor No proof given.	Good Proof attached to report.	
Report One page summary of event attended.	Poor No summary attached.	Good Summary given.	

Comments:

Rubric: Movie Review

Critically review a counterculture film.

Criterion					
	Poor 5 pts	Fair 6 pts	Good 8 pts	Excellent 10 pts	
Content & Development	Content is incomplete. Major points are not clear and /or persuasive. Questions were not adequately answered.	Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported. Responses are inadequate or do not address assignment. Content is inconsistent with regard to purpose and clarity of thought.	Content is accurate and persuasive. Major points are stated. Responses are adequate and address assignment. Content and purpose of the writing are clear.	Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Responses are excellent, timely and address assignment including course concepts. Content and purpose of the writing are clear.	
Organization & Fluency	Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.	Structure of the paper is not easy to follow. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.	Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion is logical.	Structure of the paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.	
Grammar & Mechanics	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes no errors in grammar or spelling that distract the reader from the content.	

Voice	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."
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Comments:

Rubric: Formal Persuasive Letter

Write a formal persuasive letter (5 page minimum) to a government representative explaining why your cause is worthy of breaking away from the status quo on a real life issue.

Persuasive Letter					
	Poor 5 pts	Basic 10 pts	Proficient 15 pts	Advanced 20 pts	
Clearly Extends Ideas	Fails to extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Extends some ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Clearly extends ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	
Position and Counterargument	Fails to defend a position with any evidence and fails to address the reader's counterarguments.	Defends a position with little evidence and may address the reader's counterarguments.	States and maintains a position, generally defends that position with precise and relevant evidence (including facts, expert opinions, quotations, expressions of commonly held beliefs, logical reasoning, anecdotes, observations, and analogies) and addresses reader's counterarguments.	States and maintains a position, authoritatively defends that position with precise and relevant evidence and convincingly addresses reader's counterarguments.	
Call To Action	May provide a weak or unrealistic call to action that is related to the cause.	Provides a debatably realistic or appropriate call to action that is related to the cause.	Provides an appropriate call to action that is related to the cause.	Provides a meaningful call to action that is responsive to the cause.	

Tone and Focus: Aware of Audience	Demonstrates a lack of tone and focus related to the supposed audience or lacking audience awareness.	Demonstrates an inconsistent tone and focus related to the audience.	Consistent tone and focus with a general sense of audience.	Consistent tone and focus and demonstrates a clear sense of audience.
Language and Conventions	Contains serious errors in conventions and uses limited vocabulary.	Contains several errors in conventions and uses basic and predictable language.	Contains some errors in conventions but they do not interfere with reader understanding. Provides some precise language.	Contains few, if any, errors in conventions. Provides precise and appropriate language.

Comments:

Rubric: Poetry Review

Critically review a counterculture poetry.

Criterion					
	Poor 5 pts	Fair 6 pts	Good 8 pts	Excellent 10 pts	
Content & Development	Content is incomplete. Major points are not clear and /or persuasive. Questions were not adequately answered.	Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported. Responses are inadequate or do not address assignment. Content is inconsistent with regard to purpose and clarity of thought.	Content is accurate and persuasive. Major points are stated. Responses are adequate and address assignment. Content and purpose of the writing are clear.	Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Responses are excellent, timely and address assignment including course concepts. Content and purpose of the writing are clear.	
Organization & Fluency	Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.	Structure of the paper is not easy to follow. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.	Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion is logical.	Structure of the paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.	
Grammar & Mechanics	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes no errors in grammar or spelling that distract the reader from the content.	

Voice	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."
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Comments:

Rubric: Rebels without a Cause Report

Write a detailed report (5-7 pages) on an at risk individuals. The paper should be about real life "rebels without a cause," these can include: youths in gangs, violent offenders, or other socially shunned figures. The paper must be strictly informative on what behaviors can contribute to these personalities and all topics must be agreed upon with teacher and parents.

Rebels without a Cause Report				
	Poor 5 pts	Good 15 pts	Advanced 25 pts	
Sources and Citation	<p>Poor</p> <p>No sources were used or cited.</p>	<p>Good</p> <p>Some sources were missing or lacking proper documentation.</p>	<p>Advanced</p> <p>All 3 sources were used and properly cited. Two internet sources, one periodical source, and one other source. Documented MLA format.</p>	
Organization	<p>Poor</p> <p>Report was disorganized and missing major components.</p>	<p>Good</p> <p>Report was fairly well organized, but still a little confusing. Paragraphs did not run well together.</p>	<p>Advanced</p> <p>Report was very well organized. All parts were included and organized in a proficient manner. Paragraphs and main ideas were easy to follow and flowed nicely. Includes title page, report, and Bibliography or References page.</p>	
Grammar and Punctuation	<p>Poor</p> <p>Very poor use of grammar and punctuation, many mistakes throughout the paper.</p>	<p>Good</p> <p>Few grammatical errors and punctuation errors throughout the paper. Repeated errors.</p>	<p>Advanced</p> <p>Nearly perfect use of grammar and punctuation.</p>	
Content	<p>Poor</p>	<p>Good</p>	<p>Advanced</p>	

	Report information lacking requirements. Poorly thought out and researched.	Two or more of the "Good" requirements missing.	Content very well researched. A lot of detailed information. Clear ideas. Specific examples. Clear ties to content information throughout the paper.
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Comments:
